



# **Rockwood Nursery School**

## **Equality Policy**

September 2023

Aims:

The policy outlines the commitment of the staff, children and Governors/Management of Rockwood Nursery School to ensure that equality of opportunity is available to all members of the community.

For our setting this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in the setting, whilst celebrating and valuing the equal opportunity achievements and strengths of all members of the setting's community.

These include:

- Children
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to the setting
- Visitors to the setting
- Volunteers and Students on placement

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

Removing or minimising disadvantages suffered by people due to their protected characteristics.

Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

### **The Main Characteristics of Rockwood Nursery School**

The school is situated in a grade 2 listed building on 2 floors, with a separate newer build which is used for our younger children. This has some impact on our provision, staffing needs, set up and access. We have ongoing planning applications with LA and negotiations with the local council to improve the windows, heating and ventilation. The nature of the site as an adapted historic old mill owner's house means that we have a mature garden which is utilised as a forest school for our children.

Rockwood Nursery school is a 160 part-time place (82 on the ground at any one time) maintained nursery school, which has extended services on site, run by staff already employed by the school. The extended service, offers 12 breakfast club (from 7.30am – the start of school)

places (with the scope to extend to 16) and 26 places in the after-school club that runs until 4pm. This enables the flexibility to provide full-day care from 7.30am – 4.00pm.

There were 130 children on roll in summer term 2023. There has been a slight rise in numbers over the last few years. (108 – 2020-21, 127 – 2021-22, 130 – 2022-23)

3 classes: Hedgehogs – 2-year olds (and younger 3s in summer term), Owls and Squirrels – N1s and N2s (school leavers and risers)

The majority of our children (38.1% MDI at Spring 2023 census) come from the highest multiple deprivation area of Burnley Wood or surrounding areas in comparison to national figures. Although the nursery school is based on the edge of Burnley Wood, we border outlying villages and farming areas. This means that our cohort is mixed of EYPP children and 30-hour children with many of these latter families involved in key worker roles. The children's needs and our provision are therefore adapted and planned accordingly.

Ethnic background of children – there has been a rise in the number of children from ethnic backgrounds other than white British:

15 (13.9%) – 2020-21, 17 (13.4%) – 2021-22, 22 (16.8%) – 2022-23. Of these, most are from eastern Europe, with Polish being the largest cohort.

There are 8 different languages spoken at home by children at Nursery. 93% speak English as their first language. With Yoruba, Romanian, Hungarian, Polish, Slovak, Punjabi and Czech making up the other 6%.

There has been a slight rise again to children eligible for EYPP having had a drop in 2021-22:

31 (28.7%) – 2020-21, 16 (12.6%) – 2021-22, 39 (29.8%) – 2022-23. This is higher than the Lancashire average.

SEND numbers have been increasing and we were above Lancashire average again at Spring 2023 census:

N1 18.4% LA 9.8%, N2 14.1% LA 11.5% and 1.6% N2s with an EHCP compared to LA average of 0.5%.

Full SEND summer figures for the last 3 years are:

25 (23.1%) – 2020-21, 28 (22%) – 2021-22, 39 (29.8%) – 2022-23

The EAL number is slightly lower than LA average with N1s 12.2%, LA 21.6%, N2s 10.9%, LA 24.3% at spring 2023 census.

13 (12%) – 2020-21, 11 (8.7%) – 2021-22, 14 (10.7%) – 2022-23

We have had a number of CLA and previously CLA children over recent years, supported and placed from Lancashire as well as further afield. We find that social workers and family CLA support groups recommend us to new families who are within the area.

Although attendance is non-compulsory for nursery-age children we still take attendance very seriously and have worked with families and integrated new office systems to follow up any absences. We are pleased to have a gradual increase of attendance over the last few years up to 88% at the present time. Absences of more than 1 session are chased up with parents and all attendance issues are monitored via CPOMs.

0 Permanent or fixed term exclusions.

We have a small number of children who move out of or into the area each term and join or leave us. We also have termly intakes of children where we have capacity. In recent years, the numbers taken in in summer term has been reduced due to limited capacity and limited staffing numbers.

We have no staff with any disabilities.

We have 1 child with disability funding due to physical health issues

## **Legislation and Guidance**

This document refers to the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools and the Equality and Human Rights Commission: Technical Guidance for Schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

[Technical Guidance for Schools in England | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

## **Roles and Responsibilities**

Under this section identify who will be responsible for undertaking action in relation to the Policy. A senior member of staff needs to have special responsibility for equalities matters. In addition, a member of the governing body has a watching brief for equalities matters.

Faith Stringer – Headteacher is responsible for equalities matter.

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher - The Community Governor (responsible for Equality) is Margaret Brindle.

They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

### **Eliminating Discrimination**

At Rockwood Nursery School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed, during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 4 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **Advancing Equality of Opportunity**

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Fostering Good Relations**

As a school, we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Working with our local community. This includes inviting leaders of local faith groups to speak at nursery, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils and their families if anything is identified.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Publicising the Policy and Plan**

This policy and plan will be made available in the following areas:

- Website
- Policy file
- Staff induction file
- Referenced on the newsletter for parents
- Staff meetings
- School Server

### **Equality Objectives for 2023-2026**

- Create a nurture room to further develop SEND provision and work with parents.
- Begin to plan for the creation of a sensory/regulation support room for children with SEND who struggle to access full time mainstream provision.
- Governors to look at extending the schools pastoral support for children and families to further develop Early Help provision.
- Plan for regular enrichment to provide a range of new experiences to the children that support learning through the school's curriculum.

### **Monitoring Arrangements**

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty.

## **Considering Equalities in Decision Making**

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community